

DOCUMENT RESUME

ED 360 309

SP 034 712

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 TITLE Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11.
 INSTITUTION Regina Univ. (Saskatchewan). Faculty of Education.
 REPORT NO ISBN-0-7731-0238-8
 PUB DATE 93
 NOTE 36p.; For other documents in this series, see SP 034 708-713.
 AVAILABLE FROM Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada (\$10 Canadian plus \$2 Canadian mailing and handling; 7% tax on Canadian orders).
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS Decision Making Skills; *Educational Change; *Educational Practices; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Problem Solving; Questioning Techniques; Self Actualization; *Self Evaluation (Individuals); Social Change
 IDENTIFIERS *Reflection Process; *Reflective Teaching; Saskatchewan

ABSTRACT

The purpose of the documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet explores reflection, a form of problem solving in which one tries better to understand and solve problems or concerns of personal importance. The process helps teachers plan a self-guided examination of their own teaching practice in an environment where education and the society which shapes and is shaped by it are constantly changing. The guide includes an introduction and 10 chapters: (1) Reflective Teaching: A Vignette; (2) What Is Reflective Teaching? (3) What Reflective Teaching Is Not; (4) Topics for Reflection; (5) Reflective Teaching: What's in It for Me? (6) Organizers for Reflection; (7) Reflective Questioning: What Might It Look Like? (8) Getting Started; (9) Now That You Have Your Observations (a discussion of individual versus group reflection); and (10) Closing Thoughts...Looking Ahead. The guide concludes with reference and recommended reading lists. (LL)

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Reflective Teaching

What am I doing?
Why am I doing it this way?



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Instructional Strategies Series No. 11



SP0034712

Acknowledgements

Thanks to all the people who contributed to the development of this booklet.

Paul Hart, SIDRU, University of Regina
Rosella Mitchell, SIDRU, University of Regina
Carol Casswell, Regina Public School Board
Jane Thurgood, Saskatchewan Education
Carol Hart, Regina Public School Board
Lillian Forsythe, Regina Public School Board
Poppy Cumming, Regina Public School Board
Lyie Benko, Regina Catholic School Board
Wynne Edwards, Regina Public School Board
Len Brhelle, Regina Public School Board
Lee Gebhardt, SIDRU, University of Regina
Juanita Ingham, SIDRU, University of Regina
Elizabeth Barker, Regina Public School Board
Warren Wessel, Regina Public School Board
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Prepared for

The Saskatchewan Instructional Development and Research Unit

and

The Saskatchewan Professional Development Unit

by

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NOTE: The Reflective Planner inserts may be duplicated for
personal or inservice use.

ISBN-0-7731-0200-0 (Series)
ISBN-0-7731-0238-8 (No. 11)

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Introduction

This resource is intended to help you plan a self-guided examination of your own teaching practice. As an educator, you are faced with many challenges as you work to provide the best possible learning environment for each of your students. Education and the society which shapes and is shaped by it are constantly changing. The reality of constant change suggests the question: How can we as professional educators cope with conditions that are so dynamic?

Does my classroom seating arrangement enhance the student-student cooperation that I am trying to promote?

Why do I feel the need to make at least one positive comment to each student every day?

Why do I feel uncomfortable when the sound level in my classroom increases?

Why is what I am teaching worth learning?

An adage often used in reference to coping with change is, "lead, follow or get out of the way!" Whatever path you choose, leading, following or stepping aside, you have made a decision. As you proceed through this booklet you will be encouraged to consciously question your decisions.

→ WHY DID I DECIDE TO LEAD?

→ WHY DID I DECIDE TO FOLLOW?

→ WHY DID I DECIDE TO GET OUT OF THE WAY or

→ WHY DID I DECIDE NOT TO GET OUT OF THE WAY?

When you engage in deliberate reflection you are questioning your own teaching practice rather than having someone else pose the questions. As a reflective teacher you are taking an active role in your own development as a professional, you are not abdicating that responsibility.

"The security of dependency [on others] is a pervasive trade off for freedom..."(Heaney & Horton, 1990, p. 86)

Reflective teaching: A vignette

Background

Kim had been teaching for a number of years and found himself increasingly frustrated by his students' lack of interest in taking responsibility for their own work. He often found his students were more interested in completing their work for grading than trying to produce quality work. When graded assignments were returned many students had difficulty understanding why their grades were not as high as they had expected. Many of Kim's students were unable to associate the effort they put into their work with the grade they received on their work. As well, many students were unable to identify where they had made mistakes or understand why their work was incomplete.

Reflecting: Questions from a colleague

Kim shared his concern with a colleague hoping that she might have advice or experience with the same concern. After listening to Kim describe his situation Lee asked him some questions.

- *Do your students have difficulty identifying their errors or incomplete responses in all types of assigned work or specific kinds of assignments?*

- *What expectations do you have for them to be responsible for their work?*
- *Do you model self-analysis of personal work?*
- *Have you taught them strategies they might use, as individuals or in groups, to analyze their work before it is submitted and once it is returned?*

Lee's questions were intended to be critical, not in a negative way, but in a questioning, analytical and reflective manner. Her questions caused Kim to wonder if some of the difficulty he experienced was the result of his approach to assigned work. He thought back to the way he presented class assignments.

- The assignments seemed clear.
- Criteria for content and presentation were outlined.
- Advance notice of the due date for the assignments was given.
- When assignments were returned each student received a tally sheet. On it was an outline of the assignment components and the student's mark relative to the maximum possible score for each component.

Reflecting: Kim's questions

Kim wondered if his students assumed little responsibility for the quality of their own work because they were not expected to be self-evaluative.

- Should he share some of the responsibility for evaluation with his students?
- Was his belief that the teacher needed to "take charge" in the classroom, standing in the way of his students' need to be included in the evaluation process?

Planning

Kim decided to address his uneasiness about his students' inability to relate their effort to the quality of their work and the grades they received. He planned to give his students the evaluation tally sheet at the time the assignment was discussed.

Kim considered the types of assignments that might lend themselves most easily to trying self-evaluation. Having no previous experience with student self-evaluation, he again sought the advice of Lee and a few other colleagues. As well he consulted some references in the school's professional collection. After considering a number of options, he decided that some of the information and advice could be used with the students, resources, and time with which he had to work. He tailored his use of student self-evaluation to his own teaching situation and his own comfort level.

Kim discussed the inclusion of self-evaluation with his students. Together they agreed that one of the homework assignments each week would be a suitable way to initiate the use of student self-evaluation. He decided to try his experiment with two classes over a one month period. To help him determine the effectiveness of student self-evaluation, Kim planned to solicit student reaction during the month. As well, he expected to include his own impressions and observations.

Asking WHY?

Before he began having his students self-evaluate, Kim shared his plans with Lee. Again, trying to encourage Kim to be critically reflective she asked him, *"Why do you think having students self-evaluate will encourage them to assume responsibility for their own learning?"* After considering the question, Kim decided that his use of self-evaluation stemmed from his own belief that part of an individual's development should include the ability to be self-analytical. He was convinced that self-critique was a necessary life skill.

Acting, Observing: What next?

After the first month of using student self-evaluation with homework assignments, Kim found that most of his students became accustomed to this expectation. The observations he made, along with the students' reactions, prompted Kim to try having the students self-evaluate as part of their term assignment. He decided to change his process slightly and solicited student input for establishing the evaluation criteria for the assignment.

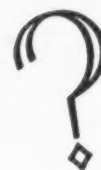
This vignette describes a teacher reflecting on his own teaching practice. With the help of a colleague, Kim examines an area of his practice with which he is uncomfortable. Once Kim identified the concern he then set out to address it. The impetus for change came from Kim. **He** made the decision to examine and then change one area of his teaching practice. His decision was based on **his knowledge** of his students, the resources and environment within which he taught, and **his experience and expertise** as a teacher. Kim did not use his classroom expertise to confront change, instead **he used it as the basis for change**. It served as the foundation for his decision regarding changes he felt were required within his own teaching practice.

A reflective resource:

This resource booklet has been developed on the premise that you, as a professional educator, have a wealth of practical knowledge which you bring to every educational situation. Your knowledge is based on your educational background and your personal experiences in and outside of the classroom. These experiences have helped you to develop, over time, your own theories and to formulate your own beliefs about education and educational practices. These theories and beliefs serve as the basis on which you live your educational life. These personal theories and beliefs are the foundation on which you make your day-to-day educational decisions.

*This booklet is not a prescriptive how-to booklet on reflective teaching. It is intended to provide information and ideas to support you in your attempt to improve **your** own classroom practice by making changes to your practice if and when **you** believe they are necessary. It is intended to encourage you to ask yourself **WHY** questions about your own teaching practice.*

- ▶ Why do I organize my classroom the way I do?
 - ▷ Could it be organized differently to better meet the needs of my students?
- ▶ Why do I use the textbook the way I do?
 - ▷ If I used it differently would it affect my students' level of understanding and/or enjoyment?
 - ▷ If I decided not to use a textbook, but a variety of resources instead, what effect would it have on my students' level of understanding and/or enjoyment?
- ▶ Why do I use the evaluation approaches that I do?
 - ▷ Are there other forms of evaluation that I might also use that better suit what I feel are important indicators of student progress?
- ▶ Why do I present lessons the way I do?
 - ▷ Are there other ways that I might present the information that would also be beneficial to my students?
- ▶ Am I meeting the needs of all of my students?
 - ▷ If not, how might I change aspects of my teaching practice to better meet those student needs?
- ▶ Do my students feel welcome in my classroom?
 - ▷ Is my classroom an inviting place to learn?



These questions are representative of the kinds of questions that you, as a reflective teacher, might ask yourself.

"It is better to have enough ideas for some of them to be wrong than to always be right by having no ideas at all." (Alexander Pope)



What is reflective teaching?

It is a form of problem solving in which you try to better understand and solve problems or concerns of personal importance.

As a reflective teacher you are a classroom researcher and the research setting is your own classroom or school. Who better than you, understands your teaching situation including the students, resources, daily schedule, and the personal strengths with which you work. Therefore, no one is in a better position to make educational decisions within your classroom.

In the process of trying to address concerns or issues of personal importance, you are also trying to understand the relationship between your classroom practice and your own educational theories that drive that practice. Your reflective questioning, goes beyond considering the obvious classroom practice.

As a teacher-researcher you are assuming a **self-critical** approach to your teaching. Your self-critique is one of questioning in which all aspects of your practice are open for reflective consideration. Another way to think about this self-critical approach to teaching is to consider that, "you really don't understand what you know until you begin to examine it" (Whitford, Schlechty & Shelor, 1987, p. 164).

What reflective teaching is not

Reflective teaching involves more than just thinking about your teaching; **it is not just contemplation or recollection.** As a reflective educator you are going beyond incidental or casual consideration of your teaching practice. Reflection is active and deliberate; it leaves open to question all facets of your teaching.



Action taken by you is more than cosmetic; **it is not a quick-fix form of problem solving.** Your action as a teacher-researcher involves more than tinkering with your teaching. Reflective teaching moves beyond contemplation to purposeful investigation.

Topics for reflection

"He or she who dares to teach must never cease to learn." (Anonymous)

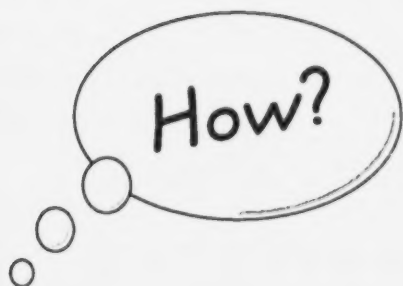
Imagine yourself as an observer in your own classroom; what do you see? Are there aspects of your classroom, organization, and/or activities that you want to better understand? Is there an aspect of that practice, your practice, that is of interest or concern to you? Is there something that you would like to improve? Is there something wonderful that you want to explore in greater depth? It is hoped that you will begin to reflect on at least one aspect of your teaching practice, in a deliberate and self-questioning manner.

The remainder of this resource is organized in a way that is intended to assist you in your effort to ask yourself pointed, probing questions about your own teaching practice and the educational beliefs on which your practice is based.

You may find the following questions useful in identifying an area on which you might focus your attention. Think about your own practice.



- What benefits are there to using an integrated approach to teaching?
- What is the role of my students in classroom activities?
- What is my role in classroom activities?
- What changes or modifications could I make to incorporate or increase the amount of multicultural education?



- How might the present reporting form be modified to include the kinds of information that I believe are important?
- How can I adapt my existing program to accommodate my students with special needs?
- How can I make my classroom more inviting to my students?
- How can I communicate with parents on a more regular basis?
- How will my use of a variety of instructional strategies impact on my students?



- Why do I have my students work in cooperative groups for lab activities and no other class work?
- Why do I incorporate multicultural education into my existing programs?
- Why do I sometimes find it difficult to motivate my students?

As a potential teacher-researcher you might ask, "what is the purpose of engaging in self-reflection; what is in it for me?" The next section considers these questions.

Reflective teaching: What's in it for me?

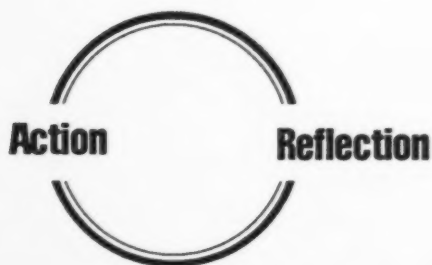
As a reflective teacher you are taking control of your own professional development. You are deciding whether or not changes should be made within your teaching practice.

If you decide that something could be changed, you decide when, where, and how the changes will occur. As a reflective teacher you will be examining your teaching practice and wondering, "is what I am doing in the best interests of the students?" If not, "how might I change or modify my practice to improve it and, therefore, better meet the needs of my students?"

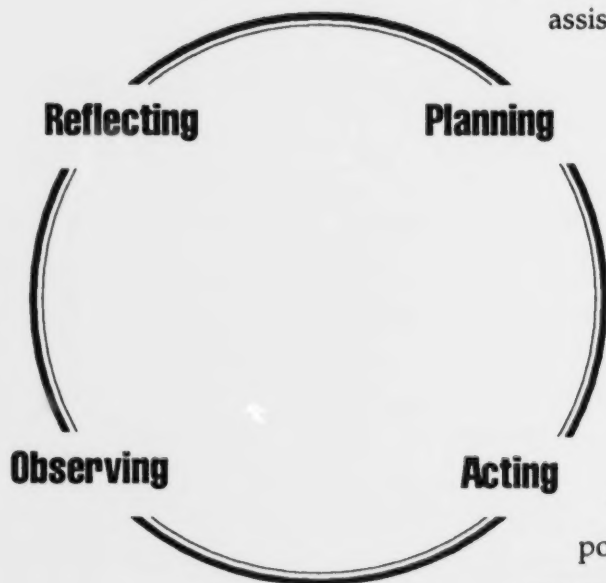
Through self-reflection you are trying to be conscious of your own actions, thoughts, feelings and motives as they are enacted in your classroom each day.

Organizers for reflection

In its most basic form, reflective teaching consists of two interrelated activities. These are **action** based upon **reflection** and **reflection** based upon **action** (Elliott, 1989).



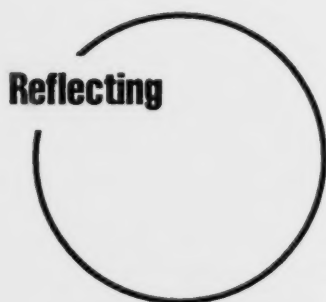
The action-reflection relationship, while summarizing the essence of reflective teaching, implies planning for the action and the need to make observations on which to reflect. To



assist you in your planned reflection, there is a "model" or approach which you may find helpful as a reference. It is called an action cycle or action spiral (Carr & Kemmis, 1986; Cochran-Smith & Lytle, 1990). There are four "moments" or stages in this cycle. Each moment is related to the preceding and following moments based on a logical progression.

The circular arrangement is intentional. It suggests no defined beginning and no fixed end point in the process of self-reflection. The flow of one moment into the next does, however, emphasize the deliberate and planned nature of this type of reflection.

To illustrate the logical way in which the moments are related one to the other, let us revisit Kim and consider his decision to introduce student self-evaluation. The entire process will be considered in relation to an action cycle.



Reflecting

- Concerned with students' lack of ownership for assigned work.
- Shared concerns and frustrations with a colleague.
- Considered colleague's comments and questions.
- Questioned his own practice; did part of the difficulty stem from the way he treated assigned work?
- Questioned his expectations of his students.

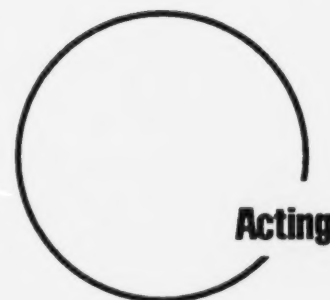
Planning

- Decided to give the students the same tally sheet he used to evaluate their assignments when the assignment was given.
- Discussed, with his students, the use of self-evaluation based on the same criteria he would use to evaluate their work.
- Considered the types of assignments that might lend themselves to self-evaluation.
- Sought the advice of colleagues and references, journals, and books in the school's professional collection.



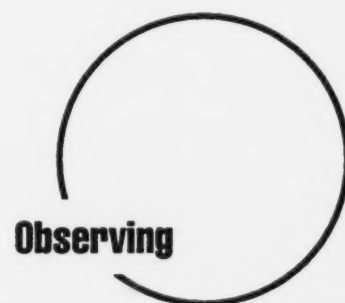
Acting

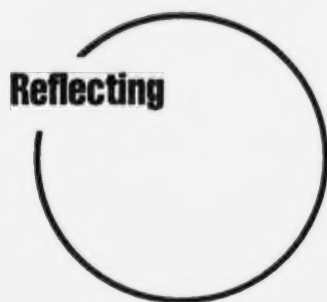
- Student self-evaluation was included as part of one homework assignment each week for a month.
- Students in two classes used self-evaluation over the one month period.



Observing

- Personal observations - most students grew accustomed to the expectation of self-evaluating.
- Obtained student reaction during the month through the use of formal and/or informal surveys.
- Compared the quality of the student's work before and after the use of self-evaluation.





Reflecting

- Personal observations and impressions, along with the students' reactions, prompted Kim to try having the students self-evaluate as part of the term assignment.
- Solicited student input for the evaluation criteria for the term assignment.

The preceding summary illustrates the completion of the first, and the beginning of a second action cycle, in which Kim engaged. In it, you may see aspects of reflective teaching which you are able to relate to your own practice.



Much of what we might label reflective teaching is little more than recollection. Our recollections are usually characterized by thinking back to an event or concern and making a mental note of ways to address that event or concern in the future. We do not often stop to consider the **reasons** for the concern, pleasant or unpleasant. We do not normally consider a concern or interest in relation to the impact or influence that **we** may have on it.

- What part did I play in relation to the concern/interest?
- Why did I play that part?
- What might I do differently next time?

These are not easy questions for us to ask because they can make us uncomfortable. They force us to examine our beliefs and our values. These are, however, the types of questions to which reflective teachers seek answers.

Reflective questioning: What might it look like?

What follows is an example of a questioning progression that explores an issue for deeper meaning and understanding.

Observing

- My colleague across the hall invites guest speakers into the classroom two or three times each term.

Reflecting

- Why does my colleague invite guest speakers into the room?
- Why would I invite a guest speaker in my classroom?
- How could a guest speaker affect my existing program?
- What effect might a guest speaker have on my students?

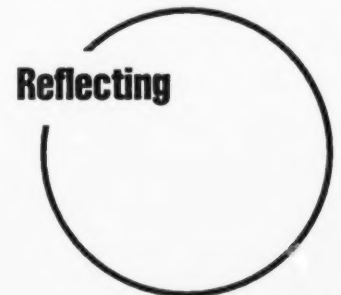
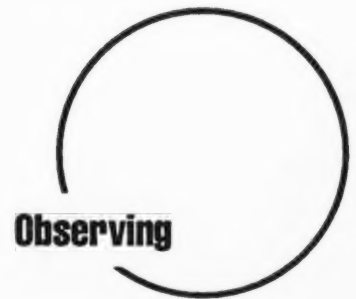
Planning

- What areas of my program are best suited for consideration by a guest speaker?
- What members within the community have experiences/expertise to offer in this unit of study?
- How can my students be involved in this process?
- What kind of preparation do my students require to make the presentation as beneficial as possible?
- How will I determine the effect or impact of the guest speaker?

Should I have the students use the thumbs up-thumbs down evaluation?

Should I have the students take five minutes to summarize the speaker's comments?

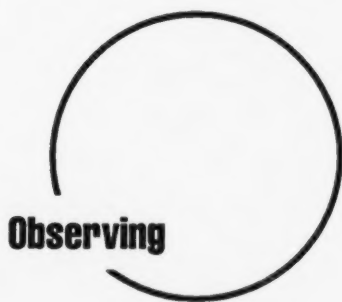
Should I note the variety of questions my students ask the speaker?





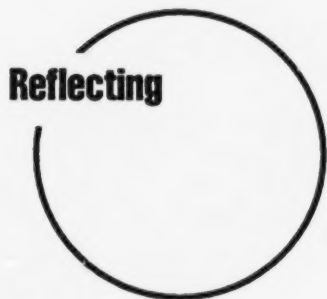
Acting

This is the point where the experimenting/testing begins. It is at this point that you put your plans into action. This is a deliberate plan, including the kinds of observations you expect to use to monitor the success of your actions. As well, your observation will serve as the basis for reflection at a later point.



Observing

During this moment you are collecting observations according to the plans you made during the planning moment of the cycle.



Reflecting

- What worked? Why?
- What did not work? Why?
- What might I do next time to improve the presence of a guest speaker?
- What student abilities need to be further developed in order for them to benefit more fully from future speakers?
- What role did I play?

"Unless you do something beyond what you have already mastered, you will never grow."

(Ralph Waldo Emerson)

Getting started

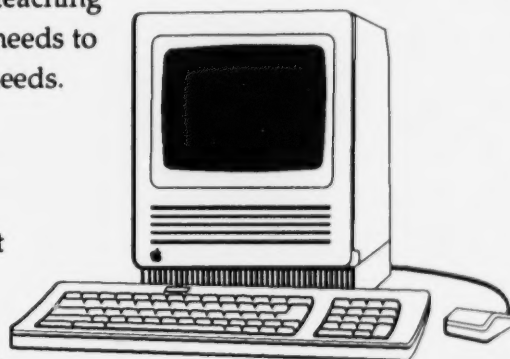
The way in which you begin or continue to experiment with your teaching will be self-determined. You may have an interest, concern or question that you wish to pursue. There may be a shared interest or challenge to be addressed by your staff. On the other hand, there may be no pressing issue, topic or challenge. Whatever the case, you might begin by gathering personal observations, including your feelings, thoughts, and activities or events of which you are a part. These types of observations can be used for consideration at some future time. They can serve as an ongoing record that can be used as a mirror for you to re-examine your teaching.



Following are examples of arrangements that have been used with success in other reflective teaching situations. Some of these arrangements may be of use in the context of your teaching practice. The decision to use any of these arrangements needs to be made in light of your specific situation and personal needs.

Ways of watching yourself teach

Recorded information can provide a mirror for looking at yourself within your teaching practice at a time that is personally convenient. The need for a record that can be referenced at a later time is important because immediate reflection is nearly impossible given the busy schedules of most teachers.



Decide on a form of record keeping that will meet your needs and is compatible with your daily activities. Decide for yourself the regularity with which you will record information, (e.g., each day while your students are writing in their journals). Note that some of the suggested methods are more flexible than others.

Journal

- a record of plans, events, situations, feelings and/or thoughts.

January 15

I started the afternoon class with an inquiry activity suggested in the instructional strategies handbook. I placed a can of diet soft drink and a can of regular soft drink in a small aquarium of water. I had the aquarium set up before the students arrived. I placed the aquarium on a cart in the centre of the room. I didn't say a thing to the students. Once they spotted the aquarium they started asking questions and didn't stop until recess.

January 18

We conducted our second 'experiment' to try to explain why the diet soft drink floats in the aquarium of water and why the regular soft drink sinks to the bottom.

January 19

The students really worked well in their math groups today. I'm going to try using cooperative groups for some of our language arts activities.

My students are still having difficulty accepting feedback from their peers. Aaron really became upset when Laura suggested a different opening sentence for his short story.

Anecdotal records

- records of specific incidents or events.

September 5

We had a new student join our class today. His name is Tim.

September 7

Jeff helped Tim find his way around the school. He also helped him meet some students from other classes.

September 10

Tim is beginning to be accepted by the rest of the class. He was asked to be a team leader in the soccer game at noon hour.

September 11

Cindy asked two very thoughtful questions in science today. She has a keen interest in science.

Log

- a record that is time conscious.

May 4

- 9:10 a.m. *We began the day by talking about the thunderstorm that occurred last evening.*
- 9:30 a.m. *We brainstormed a list of resources that we could use to find out what causes thunder.*
- 9:55 a.m. *We started our math lesson. I worked with the Zebra group while the Ostriches, Dolphins and Wapiti groups worked at the learning centres.*
- 10:50 a.m. *I played the students a tape recording of sounds made by water animals. We compiled a list of animals that might make those sounds.*
- 11:40 a.m. *I had the students use a thumbs up-thumbs down or thumbs sideways evaluation of their feelings about working in groups for shared writing.*

Diary

- a record of thoughts, feelings, plans.

Feb. 11

I feel really good about the way the kids have taken to using the computers for recording the results of their science activities. The way Angela, Cory, and Stephanie used the graphics program to dress up their reports was totally unexpected.

It's nice to have students thank you for teaching them a skill. Geof's comment made my day.

I wish that we could have had more time to discuss the report cards at today's staff meeting. I'm not happy with the present format. I think I'll speak with Ms. Jones about it, maybe she can discuss it at her next principals' meeting.

Notes:

Each of the written methods for recording observations can be aided by using audio and/or video recordings. Electronically recorded observations have the advantage of including all the comments and actions of a given situation.

Potential drawbacks to using audio and/or videotape recording of classroom and/or other events include the need to set up the equipment and the impact the equipment may have on the reality of the setting. Are those involved in the recorded activity or event affected by the presence of recording equipment? Another consideration is the time required to review the recorded information.

Advantages and drawbacks to the use of audio and/or video equipment should be considered in light of your personal needs. There is nothing preventing you from using one or both of the recording methods for selected situations or events.

Watching yourself teach: Other perspectives

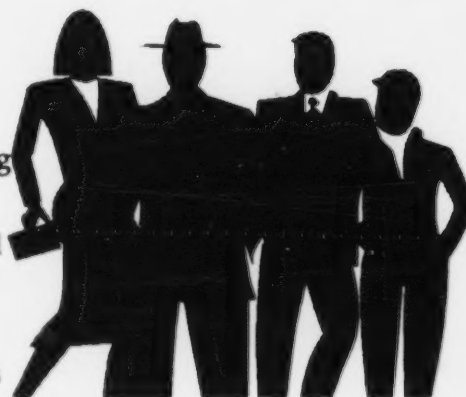
Colleagues, administrators, and students are sources of information that can be used for reflection. Including observations and/or information from others provides you with additional perspectives on your teaching practice.

Now that you have your observations....

Individual vs Group reflection

Reflection can be done individually and/or with a group of colleagues (collaborative group). Sharing your thoughts with a group of interested colleagues has a number of advantages.

- It provides an additional opportunity for personal reflection.
- It provides your colleagues with an opportunity to reflect on your observations and their own teaching
- Colleagues can give you different perspectives by sharing experiences, asking questions (i.e., Lee and Kim), or commenting on your records. This may prompt further reflection on your part.
- Listening to and reflecting on the work of colleagues may encourage you to reflect on areas of your teaching previously given little consideration.
- Reflection may also be initiated through discussion that results from the sharing of group members' records.



Meeting as a group enables each member to take part in the work of the other members; members have the opportunity to collaborate and support one another. In this way, reflective teaching is a form of collaborative research in which group members support one another in their classroom practice and in their investigation of that practice. Reading and discussing articles in professional journals can complement and enrich the variety of perspectives provided by group reflection. As an experienced reflective practitioner stated, "it stimulates my reflecting and broadens my thinking."

Who might be included in the group?

voluntary

The personal nature of this type of research means that you want to carefully consider those individuals with whom you choose to work in this process. It is important that membership be voluntary. Try to find others who are reflective about their teaching practice. These individuals are likely to be risk-takers. They must be willing to question their own teaching practice and experiment with aspects of that practice.

diversity

It is not imperative that all of the participants hold identical views on educational issues. In fact, a diversity of views, preferences and styles will enrich the quality of the discussions. Group members will benefit by soliciting the comments and questions of colleagues regarding aspects of their practice.

risk-takers

The focus of the reflection may influence group membership. If the topic, concern or interest is shared by a group of staff members this could be the basis for forming a group. In another situation, a group of teachers might be part of a project such as pilot testing a new program or curriculum which could serve as a basis for forming a reflective teaching group. Another option could be forming a group of teachers who wish to pursue individual interests but at the same time want to discuss and reflect on those issues with others.

interests

flexible

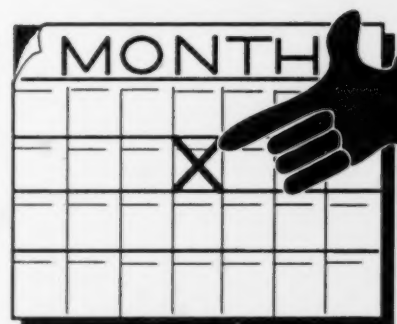
In the end, the composition of your group will be dependent on the focus of the reflection and the interests of the participating teachers. Regardless of the initial group composition, it is likely that the membership will change as the group continues to meet; new members will likely join and other members may decide to leave.

Group size and composition

To accommodate individual schedules and provide an opportunity for all members of your group to participate in the meetings, the size of the group is best limited to three or four people (Ash, 1992). A group with fewer than three participants limits the variety of perspectives shared, while a group of more than four may restrict the amount of time for sharing by each participant. If your group has more than four members it places limits on the amount of time for discussion of topics, issues and/or concerns voiced by group members.

How often might we meet?

You will probably find that group meetings work best when they are scheduled on a regular basis. One meeting every four to five weeks, is suggested as an interval between group meetings (Ash, 1992; Kemmis & McTaggart, 1988). This allows enough time for members to implement and monitor any changes they have made to their practice and is often enough to maintain group rapport and a sense of commitment to the group.



A regularly scheduled meeting also has the advantage of serving as a motivator for members to be consistent in their record keeping. While serving as a motivator, a monthly meeting does not demand so much time as to be a burden.

When might we meet?

The time of day when you meet and the duration of the meeting need to be considered. Your daily schedule and the schedules of your fellow group members will influence this decision. After school or evening meetings have the advantage of a more open



time frame. However, busy schedules may dictate a morning meeting before the school day begins or a noon hour meeting.

There is no need to set a fixed time, date, and location for the meetings, months in advance. Ensuring continued participation of interested colleagues may require changing the time and location from one meeting to the next.

Where might we meet?

The goal of the meeting, that of reflection upon your work and the work of others, should influence your selection. Try to choose a location that is quiet and comfortable.

Do we need an agenda for our meetings?

Group members may wish to share their research, their individual records, at meetings. Teachers' written records serve very well as the focal point for group discussion (Ash, 1992). Using teacher records in this way negates the need for a formal agenda. Teacher records (logs, journals, diaries, anecdotal records) that serve as a meeting agenda also eliminate the need for a chairperson or a recorder.



Closing thoughts looking ahead

Hopefully you have found the information and suggestions in this resource thought provoking. Throughout the booklet, it is suggested that as a reflective teacher you are not questioning your practice in a negative way, but rather, in an optimistic manner. You are opening yourself and your practice to new possibilities. These are possibilities that arise from an increased understanding of your practice.

The insert, "My Reflective Planner" is provided with the hope that you will use it in your ongoing attempt to gain insight into your own teaching practice.

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Recommended reading

Holly, M. (1989). Writing to grow: Keeping a professional journal. Portsmouth, NH: Heinemann.

- Provides examples and practical suggestions for keeping a journal.

Oberg, A. (1990). Methods & meanings in action research: The action research journal. Theory into Practice, 29 (3), 214-221.

- Discusses the use of journals as a way to understand ourselves as educators.

Oja, S., & Smulyan, L. (1989). Collaborative action research: A developmental process. Philadelphia: Falmer Press.

- Discusses ways of establishing and maintaining reflective teaching groups.

Rubin, L. (1989). The thinking teacher: Cultivating pedagogical intelligence. Journal of Teacher Education, 40 (6), 31-34.

- Discusses different approaches taken to help teachers reflect on their educational decisions.

Sanger, J. (1990). Awakening a scream of consciousness: The critical group in action research. Theory into Practice, 29, 174-178.

- Examines how teachers are affected by participating in a reflective teaching group.
- Suggests ways of establishing and maintaining reflective teaching groups.

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